

## SOCIAL and EMOTIONAL DEVELOPMENT

**Social and Emotional Development Goal: Children use play as a vehicle to build relationships and to develop an appreciation for their own abilities and accomplishments. They learn how to interact positively with other people, form and value friendships, and express both positive and negative feelings appropriately.**

<b>SE1. Children demonstrate a positive sense of self.</b>		
<b>3 Year olds</b>	<b>4 Year Olds</b>	<b>5 Year Olds</b>
<b>SE1.1 Describe themselves using several basic characteristics.</b>	<b>SE1.1 Describe characteristics of self and others.</b>	<b>SE1.1 Accept likenesses and difference between self and others.</b>
Snapshots:	Snapshots:	Snapshots:
<ul style="list-style-type: none"> <li>Tells friends that she is a girl and she likes to paint.</li> </ul>	<ul style="list-style-type: none"> <li>Tells an adult that she and her friend both like horses and dogs, but he's a boy and she's a girl.</li> </ul>	<ul style="list-style-type: none"> <li>Says, "You're allergic to the bunny, so it's ok if you don't pet him."</li> </ul>
<ul style="list-style-type: none"> <li>Tells adult that he is a big brother because they have a new baby at home.</li> </ul>	<ul style="list-style-type: none"> <li>Tells a friend that he's taller than she is, but they are both 4 years old.</li> </ul>	<ul style="list-style-type: none"> <li>Tells a friend that they can still play ball together even though she will use her wheelchair.</li> </ul>
<b>SE1.2 Demonstrate self direction by making simple choices among limited options.</b>	<b>SE1.2 Demonstrate self direction by making choices among peers, activities and materials.</b>	<b>SE1.2 Demonstrate initiative by making choices and accepting responsibilities.</b>
Snapshots:	Snapshots:	Snapshots:
<ul style="list-style-type: none"> <li>Decides to go to the block center during center choice time.</li> </ul>	<ul style="list-style-type: none"> <li>Decides to build an airport with blocks, gathers blocks needed and proceeds to build.</li> </ul>	<ul style="list-style-type: none"> <li>Does classroom "job" without reminders.</li> </ul>
<ul style="list-style-type: none"> <li>Chooses to go to the book area alone to look at new books instead of playing in the dramatic play area with others.</li> </ul>	<ul style="list-style-type: none"> <li>Takes a friend's hand and says, "Let's be partners for the trip to the zoo."</li> </ul>	<ul style="list-style-type: none"> <li>Chooses an activity because it interests him, rather than because his friends are doing it.</li> </ul>

<b>3 Year olds</b>	<b>4 Year Olds</b>	<b>5 Year Olds</b>
<b>SE1.3 Demonstrate confidence by participating in familiar classroom routines.</b>	<b>SE1.3 Demonstrate confidence by participating in most classroom activities.</b>	<b>SE1.3 Approach most new activities and tasks with confidence.</b>
Snapshots:	Snapshots:	Snapshots:
● Puts coat on hook upon arriving at school.	● Joins in small group activity with math manipulatives.	● Shows a friend how to use the alphabet stamps to write a note.
● Goes to sink area to wash hands before lunch.	● Sings familiar songs during circle time.	● Shows excitement when the teacher announces a field trip to the post office.
<b>SE1.4 Make known personal needs and desires.</b>	<b>SE1.4 Stand up for rights much of the time.</b>	<b>SE1.4 Stand up for rights most of the time without aggression.</b>
Snapshots:	Snapshots:	Snapshots:
● Tells an adult when he doesn't have any more paint at the easel.	● Tells a friend that he is not done yet and she can have a turn when he is finished.	● Tells another child that it is his turn to kick the ball, she has already had a turn.
● Tells the teacher when she needs to use the bathroom.	● Says to adult, "I didn't get any rhythm sticks when you passed them out."	● Tells a friend that she is in her chair, and politely requests that she move.
<b>SE1.5 Respond to positive and negative feedback from familiar adults.</b>	<b>SE1.5 Respond respectfully to positive and negative feedback from adults most of the time.</b>	<b>SE1.5 Respond respectfully to positive and negative feedback from adults.</b>
Snapshots:	Snapshots:	Snapshots:
● Smiles when the adult commends him on completing the new puzzle.	● Goes to get towels to wipe up water he spilled after the teacher tells him it is not safe for others.	● Says, "Thank you" when the teacher tells him that he really helped when he held the door open for the class.
● Stops and listens when teacher reminds her to walk when inside the building.	● Rejoins group quickly when the teacher reminds her of field trip rules.	● Goes to talk with a friend after the teacher points out that she has hurt her friend's feelings.

3 Year olds	4 Year Olds	5 Year Olds
<b>SE2 Children demonstrate self control, respect and responsibility.</b>		
3 Year olds	4 Year Olds	5 Year Olds
<b>SE 2.1 Follow a few simple classroom routines and rules.</b>	<b>SE2.1 Follow classroom rules and procedures with reminders.</b>	<b>SE2.1 Follow classroom rules and procedures most of the time.</b>
Snapshots:	Snapshots:	Snapshots:
<ul style="list-style-type: none"> <li>● Tries to keep the sand inside the sand table after a reminder from the teacher.</li> <li>● Puts book back on shelf when finished looking at it.</li> </ul>	<ul style="list-style-type: none"> <li>● Cleans up materials and goes to rug for circle time when adult strums autoharp.</li> <li>● Washes hands and hangs up apron when finished painting at easel.</li> </ul>	<ul style="list-style-type: none"> <li>● Stops self from running when entering the building.</li> <li>● Completes small group activity and then selects a book to look at until lunch time.</li> </ul>
<b>SE2.2 Use classroom materials responsibly with modeling and guidance from adults.</b>	<b>SE2.2 Use classroom materials responsibly, most of the time.</b>	<b>SE2.2 Use classroom materials responsibly.</b>
Snapshots:	Snapshots:	Snapshots:
<ul style="list-style-type: none"> <li>● Puts caps back on markers when reminded to do so or when an adult is modeling.</li> <li>● Turns pages of books carefully most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>● Returns math counters to container after use.</li> <li>● Uses only hands to play bongo drum so the skin doesn't get broken.</li> </ul>	<ul style="list-style-type: none"> <li>● Rinses out water color brushes after completing a painting.</li> <li>● Looks for missing puzzle piece before returning puzzle to shelf.</li> </ul>
<b>SE2.3 Manage transitions positively when supported by an adult.</b>	<b>SE2.3 Manage transitions positively when told what to expect.</b>	<b>SE2.3 Manage transitions and adapt to changes in routine.</b>
Snapshots:	Snapshots:	Snapshots:
<ul style="list-style-type: none"> <li>● Separates from parent following goodbye routine planned by parent and teacher.</li> <li>● Looks at teacher for reassurance when a stranger enters the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>● Accepts change in routine when adult explains that they will have a puppet show today.</li> <li>● Begins to clean up when familiar cue, such as clean-up song, is heard.</li> </ul>	<ul style="list-style-type: none"> <li>● Accepts change in pick-up routine when told by familiar adult.</li> <li>● Completes activity and puts away materials when given signal that work time ends in 10 minutes.</li> </ul>

<b>3 Year olds</b>	<b>4 Year Olds</b>	<b>5 Year Olds</b>
<b>SE2.4 Become increasingly aware of behavior and its effects on others.</b>	<b>SE2.4 Recognize effect on others of own behavior most of the time .</b>	<b>SE2.4 Anticipate and regulate behavior that may result in negative reactions.</b>
Snapshots:	Snapshots:	Snapshots:
<ul style="list-style-type: none"> <li>● Listens to teacher explain that her classmate is crying "because she got sand in her eyes when you threw the sand up in the air".</li> </ul>	<ul style="list-style-type: none"> <li>● Stops teasing another child when she sees her start to cry.</li> </ul>	<ul style="list-style-type: none"> <li>● Stops himself from grabbing and uses words to respond to classmate who takes his ball.</li> </ul>
<ul style="list-style-type: none"> <li>● Smiles when classmate says thanks after he helps pick up the spilled puzzle pieces.</li> </ul>	<ul style="list-style-type: none"> <li>● Sees that classmate is frightened by loud ghost noises he is making.</li> </ul>	<ul style="list-style-type: none"> <li>● Stops talking and listens to the teacher's directions.</li> </ul>
<b>SE2.5 Use simple conflict resolution techniques with adult modeling and facilitation.</b>	<b>SE2.5 Demonstrate with adult guidance simple techniques to solve social problems.</b>	<b>SE2.5 Attempt to solve social problems independently, by negotiation, or with adult help.</b>
Snapshots:	Snapshots:	Snapshots:
<ul style="list-style-type: none"> <li>● Goes to get adult to help when another child takes her doll.</li> </ul>	<ul style="list-style-type: none"> <li>● Tells friend he will set the timer, so she can have a turn to play at the water table, too.</li> </ul>	<ul style="list-style-type: none"> <li>● Tells classmate that it is "fair" if they each have the same number of markers.</li> </ul>
<ul style="list-style-type: none"> <li>● Uses words teacher supplied to tell a classmate "I don't like that" after she has been pinched.</li> </ul>	<ul style="list-style-type: none"> <li>● Sits down with adult and classmate to decide how to divide up the blocks so both can build.</li> </ul>	<ul style="list-style-type: none"> <li>● Asks a classmate to trade geometric shapes so that he can make a longer pattern.</li> </ul>

3 Year olds	4 Year Olds	5 Year Olds
<b>SE3 Children express feelings and show concern for others.</b>		
3 Year olds	4 Year Olds	5 Year Olds
<b>SE3.1 Recognize own positive and negative feelings when an adult labels them.</b>	<b>SE3.1 Recognize own feelings and describe them some of the time.</b>	<b>SE3.1 Recognize own feelings and try to control them.</b>
Snapshots:	Snapshots:	Snapshots:
<ul style="list-style-type: none"> <li>● Nods and smiles when adult says, "It looks like you are happy riding on the tandem bike with your friend."</li> </ul>	<ul style="list-style-type: none"> <li>● Tells friend that he's excited because his aunt is coming to visit today.</li> </ul>	<ul style="list-style-type: none"> <li>● Goes over and kicks a ball on the play ground while saying "I'm so mad, I'm so mad".</li> </ul>
<ul style="list-style-type: none"> <li>● Answers "I'm mad" when adult says that she looks upset about about another child marking on her drawing.</li> </ul>	<ul style="list-style-type: none"> <li>● Asks teacher to let her sit beside her in circle time because she's missing her mom.</li> </ul>	<ul style="list-style-type: none"> <li>● Tells adult she's really happy today because her friend is coming home with her after school.</li> </ul>
<b>SE3.2 Calm self after strong emotion with adult help.</b>	<b>SE3.2 Develop strategies to express strong emotion with adult help.</b>	<b>SE3.2 Use positive strategies to express strong emotion.</b>
Snapshots:	Snapshots:	Snapshots:
<ul style="list-style-type: none"> <li>● Accepts adult comfort to regain control after another child teases her.</li> </ul>	<ul style="list-style-type: none"> <li>● Plans to go get the play dough and pound it when she feels angry.</li> </ul>	<ul style="list-style-type: none"> <li>● Calms self down when angry and uses words to explain why most of the time.</li> </ul>
<ul style="list-style-type: none"> <li>● Goes to book center to look at book until he feels like rejoining class activity.</li> </ul>	<ul style="list-style-type: none"> <li>● Tells her friend that she is going to paint a picture for her dad because he lives far away now and she misses him.</li> </ul>	<ul style="list-style-type: none"> <li>● Jogs around the playground several times to calm down because he is feeling very excited about after school plans.</li> </ul>

<b>3 Year olds</b>	<b>4 Year Olds</b>	<b>5 Year Olds</b>
<b>SE3.3 Seek adult help to manage fears and concerns.</b>	<b>SE3.3 Express fears and concerns to familiar adult.</b>	<b>SE3.3 Develop strategies with adult to manage fears and concerns.</b>
Snapshots:	Snapshots:	Snapshots:
<ul style="list-style-type: none"> <li>● Goes to stand by teacher when a child's parent brings the family dog into the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>● Tells the teacher that she is afraid of monsters just like in the book they read.</li> </ul>	<ul style="list-style-type: none"> <li>● Tells teacher that his dad said to try to whistle when he is afraid.</li> </ul>
<ul style="list-style-type: none"> <li>● Looks to adult for reassurance when hearing a truck backfire while on a class walk.</li> </ul>	<ul style="list-style-type: none"> <li>● Explains that he is late today as he had a bad dream last night and his dad stayed in his room with him for a while before he went back to sleep.</li> </ul>	<ul style="list-style-type: none"> <li>● Asks questions when she hears or sees something that concerns her.</li> </ul>
<b>SE3.4 Show awareness of feelings of others with adult guidance and support.</b>	<b>SE3.4 Show awareness and respond to feelings of others with adult guidance and support.</b>	<b>SE3.4 Demonstrate empathy by responding to feelings and needs of others.</b>
Snapshots:	Snapshots:	Snapshots:
<ul style="list-style-type: none"> <li>● Pats classmate on the shoulder after teacher says that the classmate is feeling sad today.</li> </ul>	<ul style="list-style-type: none"> <li>● Goes to talk to classmate who is upset because his dog is missing.</li> </ul>	<ul style="list-style-type: none"> <li>● Gets the tape and tries to help a friend who is upset because his drawing was torn.</li> </ul>
<ul style="list-style-type: none"> <li>● Claps hands and smiles when child says her dad has come home from his trip.</li> </ul>	<ul style="list-style-type: none"> <li>● Draws picture for child who is celebrating birthday.</li> </ul>	<ul style="list-style-type: none"> <li>● Asks a classmate to come sit by her when others have excluded classmate.</li> </ul>

3 Year olds	4 Year Olds	5 Year Olds
<b>SE4 Children form healthy social relationships.</b>		
3 Year olds	4 Year Olds	5 Year Olds
<b>SE4.1 Show interest in others by playing beside or briefly with one or more children.</b>	<b>SE4.1 Display emerging social skills of trying to take turns and talk with others during play.</b>	<b>SE4.1 Play cooperatively with one or more children.</b>
Snapshots:	Snapshots:	Snapshots:
<ul style="list-style-type: none"> <li>● Gets a dump truck from the shelf and sits down by a classmate who is loading blocks into another dump truck.</li> </ul>	<ul style="list-style-type: none"> <li>● Tells classmate that he can use the magnifying glass next because she 's almost finished.</li> </ul>	<ul style="list-style-type: none"> <li>● Agrees to take role assigned by classmate when they are re-enacting trip to post office.</li> </ul>
<ul style="list-style-type: none"> <li>● Tells children playing restaurant in the dramatic play center that she wants some food.</li> </ul>	<ul style="list-style-type: none"> <li>● Asks classmate if she wants him to get more blocks so their building can be really tall.</li> </ul>	<ul style="list-style-type: none"> <li>● Asks two classmates to play hop scotch during outside time.</li> </ul>
<b>SE4.2 Show an interest in having a friend.</b>	<b>SE4.2 Develop friendship with one or two preferred children.</b>	<b>SE4.2 Exhibit social skills to sustain a friendship.</b>
Snapshots:	Snapshots:	Snapshots:
<ul style="list-style-type: none"> <li>● Holds hands with a classmate while walking around on the playground.</li> </ul>	<ul style="list-style-type: none"> <li>● Chooses friends who like to play the same things she prefers.</li> </ul>	<ul style="list-style-type: none"> <li>● Responds positively to play suggestions from special friends much of the time.</li> </ul>
<ul style="list-style-type: none"> <li>● Has a special friend that he seeks for most activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Excludes others some times when playing with special friend.</li> </ul>	<ul style="list-style-type: none"> <li>● Wants to extend friendship to out of school time.</li> </ul>
<b>SE4.3 Accept adult help to join play group.</b>	<b>SE4.3 Demonstrate strategies to join play group with adult support.</b>	<b>SE4.3 Demonstrate ability to join a group activity or game.</b>
Snapshots:	Snapshots:	Snapshots:
<ul style="list-style-type: none"> <li>● Follows teacher to dramatic play center and accepts role teacher suggests.</li> </ul>	<ul style="list-style-type: none"> <li>● Asks adult for a ball so she can join the group bouncing balls.</li> </ul>	<ul style="list-style-type: none"> <li>● Asks classmate how he can help in the project.</li> </ul>
<ul style="list-style-type: none"> <li>● Tells adult that he wants to play in the sand box with Jerimiah.</li> </ul>	<ul style="list-style-type: none"> <li>● Tells classmate that he will be the chef in the restaurant since they don't have one.</li> </ul>	<ul style="list-style-type: none"> <li>● Approaches classmates playing hopscotch and asks if she can have a turn.</li> </ul>

<b>3 Year olds</b>	<b>4 Year Olds</b>	<b>5 Year Olds</b>
<b>SE4.4 Show growing awareness of group life of class (sense of community)</b>	<b>SE4.4 Participate in group life of class.</b>	<b>SE4.4 Assume some responsibility for contributing to the group life of class.</b>
Snapshots:	Snapshots:	Snapshots:
● Notices that a classmate is absent during circle time.	● Contributes to class story about field trip.	● Performs class job without complaint or reminders.
● Sees that a friend is picking up the blocks and goes over to help.	● Volunteers to bring in pinecones for science activity.	● Draws self in class mural.
<b>SE4.5 Interact with familiar adults with varying degrees of comfort.</b>	<b>SE4.5 Interact easily with familiar adults by engaging in conversations, responding to questions and following direction.</b>	<b>SE4.5 Interact easily with familiar adults by showing affection, responding to questions, initiating conversations and following directions.</b>
Snapshots:	Snapshots:	Snapshots:
● Responds when teacher greets them in the morning	● Responds to the teacher's questions about the game he was playing on the playground	● Uses special class hand signal to say good-bye to teacher at end of day
● Takes the hand of familiar adult on class walk	● Listens to teacher give directions for self-serve snack and then helps herself	● Tells classroom aide about his trip to the beach and asks if she has ever been there.



## Physical Development

**PD 1. Gross Motor Development. Children increasingly move their bodies in ways that demonstrate control, balance, and coordination.**

3 Year olds	4 Year Olds	5 Year Olds
<b>PD1.1 Move with some balance and control while walking, running, jumping, marching and hopping.</b>	<b>PD1.1 Move with balance and control while walking, running, jumping, marching, hopping, and galloping.</b>	<b>PD1.1 Move with balance and control, varying speed, rhythm, gait, and direction.</b>
Snapshots:	Snapshots:	Snapshots:
<ul style="list-style-type: none"> <li>● Moves around classroom without bumping into furniture or other children.</li> </ul>	<ul style="list-style-type: none"> <li>● Moves around classroom or playground on narrow paths, easily avoiding collisions.</li> </ul>	<ul style="list-style-type: none"> <li>● Moves through an obstacle course, forward and sideways, using a variety of movements with ease.</li> </ul>
<ul style="list-style-type: none"> <li>● Alternates feet when going up steps; coming down steps may still be one step at a time without alternating feet.</li> </ul>	<ul style="list-style-type: none"> <li>● Goes up and down steps alternating feet most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>● Goes up and down steps alternating feet.</li> </ul>
<ul style="list-style-type: none"> <li>● Balances on one foot for few seconds before falling.</li> </ul>	<ul style="list-style-type: none"> <li>● Balances on one foot for 5-7 seconds before breaking into a hop.</li> </ul>	<ul style="list-style-type: none"> <li>● Balances on each foot alternately, using arms outstretched for aid in balancing.</li> </ul>
<b>PD1.2 Coordinate movements to perform simple tasks.</b>	<b>PD1.2 Coordinate movements to perform more complex tasks.</b>	<b>PD1.2 Coordinate movements to perform variety of tasks.</b>
Snapshots:	Snapshots:	Snapshots:
<ul style="list-style-type: none"> <li>● Catches a large ball with arms stiffly extended.</li> </ul>	<ul style="list-style-type: none"> <li>● Catches a ball with arms bent at elbows to adjust to direction ball is traveling.</li> </ul>	<ul style="list-style-type: none"> <li>● Moves body into position to catch ball, then throws in the right direction.</li> </ul>
<ul style="list-style-type: none"> <li>● Throws a ball into a large basket.</li> </ul>	<ul style="list-style-type: none"> <li>● Throws a ball in right direction, aiming at a target with reasonable accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>● Throws a ball overhand for 10-15 feet, with good accuracy.</li> </ul>
<ul style="list-style-type: none"> <li>● Kicks a large ball in a forward direction.</li> </ul>	<ul style="list-style-type: none"> <li>● Runs up to and kicks a soccer ball.</li> </ul>	<ul style="list-style-type: none"> <li>● Kicks a moving soccer ball using a smooth running step.</li> </ul>
<ul style="list-style-type: none"> <li>● Pedals a tricycle around a flat surface, steering widely around corners.</li> </ul>	<ul style="list-style-type: none"> <li>● Rides a "big wheel" or tricycle at varying speeds, turning corners sharply.</li> </ul>	<ul style="list-style-type: none"> <li>● Begins to ride a two-wheeled bicycle with training wheels.</li> </ul>

<b>PD2. Fine Motor Development: Children use their fingers and hands in ways that develop hand to eye coordination, strength, control and object manipulation.</b>		
<b>PD2.1 Use strength and control to perform simple tasks.</b>	<b>PD2.1 Use strength and control to perform more complex tasks.</b>	<b>PD2.1 Use strength and control to accomplish a variety of skilled tasks.</b>
Snapshots:	Snapshots:	Snapshots:
<ul style="list-style-type: none"> <li>● Puts interlocking blocks together and takes them apart.</li> <li>● Manipulates play-dough, frequently leaning or rising to knees in order to use arm and shoulder muscles as well as those of hands.</li> <li>● Experiments with use of scissors, frequently bending or tearing paper rather than cutting.</li> <li>● Tries to use a paper punch but needs adult assistance.</li> </ul>	<ul style="list-style-type: none"> <li>● Puts together and pulls apart small interlocking blocks with relative ease.</li> <li>● Shapes play-dough with tools such as cookie cutters and rolling pins as well as with fists and fingers.</li> <li>● Cuts along a line or around a large shape, often leaving a large margin.</li> <li>● Needs both hands to press down paper punch to make holes.</li> </ul>	<ul style="list-style-type: none"> <li>● Constructs planned projects out of small interlocking blocks, table blocks and other building materials.</li> <li>● Sculpts play-dough into recognizable shapes, using variety of tools and techniques.</li> <li>● Uses scissors to cut shapes and pictures, occasionally straying from the line.</li> <li>● Uses a paper punch without assistance.</li> </ul>
<b>PD2.2 Use hand-eye coordination to perform simple tasks.</b>	<b>PD2.2 Use hand-eye coordination to perform more complex tasks.</b>	<b>PD2.2 Use hand-eye coordination to perform wide variety of tasks.</b>
Snapshots:	Snapshots:	Snapshots:
<ul style="list-style-type: none"> <li>● Turns large, knobbed puzzle piece different ways to find right fit.</li> <li>● Builds a tall tower, 8-10 blocks high.</li> </ul>	<ul style="list-style-type: none"> <li>● Fits 6-12 piece wooden puzzle into frame.</li> <li>● Strings beads or lengths of straws onto a piece of yarn.</li> </ul>	<ul style="list-style-type: none"> <li>● Uses picture and shape clues to assemble 18-25 piece wooden or cardboard puzzle.</li> <li>● Uses scissors, tape, stapler, and paper punch to create 3-D objects such as house or airplane.</li> </ul>
<b>PD2.3 Explore the use of various drawing tools.</b>	<b>PD2.3 Show beginning control of drawing and writing tools.</b>	<b>PD2.3 Use drawing and writing tools with some control and purpose.</b>
Snapshots:	Snapshots:	Snapshots:
<ul style="list-style-type: none"> <li>● Uses large easel brushes, crayons, chalk and finger paint to create lines, circular shapes, or masses of color on paper.</li> <li>● Holds a drawing or writing tool with a fist grasp, sometimes switching hands or form of grasp.</li> <li>● Forms irregular, wavy lines and labels them "writing" or "my name".</li> </ul>	<ul style="list-style-type: none"> <li>● Uses markers, smaller brushes, and crayons to form circular, vertical, and horizontal lines into shapes that they name while drawing or after picture is completed.</li> <li>● Holds a drawing or writing tool with a pincer grasp, using other hand, fingers wide spread, to keep paper still.</li> <li>● Recognizes some letters of name and tries to form them, often going from bottom to top.</li> </ul>	<ul style="list-style-type: none"> <li>● Uses a variety of drawing tools to make repeating patterns and to incorporate circular, vertical, horizontal, and diagonal lines into recognizable drawings.</li> <li>● Holds a drawing or writing tool with a mature grasp, using preferred hand consistently with appropriate pressure.</li> <li>● Prints letters in first name or copies alphabet or simple words (inconsistent size discrimination and left-right reversals are common.)</li> </ul>

**Health: Children use play and other activities as a means to understand healthy behavior.**

<b>PD3. Personal Health: Children understand how daily activity and healthy behavior promote overall personal health, physical fitness, and safety.</b>		
<b>3 Year olds</b>	<b>4 Year Olds</b>	<b>5 Year Olds</b>
<b>PD3.1 Perform simple self-care tasks.</b>	<b>PD3.1 Perform some self-care tasks independently.</b>	<b>PD3.1 Perform most self-care tasks independently.</b>
<b>Snapshots:</b>	<b>Snapshots:</b>	<b>Snapshots:</b>
<ul style="list-style-type: none"> <li>● Puts on and takes off some outside clothing (sweaters, jackets, hats, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>● Puts on and takes off all clothing items (may get shoes on wrong foot and require assistance with tying laces and belts).</li> </ul>	<ul style="list-style-type: none"> <li>● Manages most clothing and almost all fasteners (may still need help with separating zipper and tying shoes).</li> </ul>
<ul style="list-style-type: none"> <li>● Pulls up pants after toileting (help frequently needed with zippers, belts and snaps.)</li> </ul>	<ul style="list-style-type: none"> <li>● Uses toilet independently with mastery of zippers and most buttons.</li> </ul>	<ul style="list-style-type: none"> <li>● Takes care of toileting needs, asks for help only with suspenders or other complicated clothing.</li> </ul>
<ul style="list-style-type: none"> <li>● Feeds self at meals (frequently using fingers with spoon held in fist grasp of other hand). Pours juice or milk from small pitcher into glass.</li> </ul>	<ul style="list-style-type: none"> <li>● Feeds self at meals, usually with fork held between thumb and fingers. Pours juice or milk without spilling (may need help opening paper-wrapped food items).</li> </ul>	<ul style="list-style-type: none"> <li>● Feeds self, choosing fork or spoon as appropriate to type of food, spreads soft food onto crackers or bread with a knife, pours juice or milk without spilling.</li> </ul>
<b>PD3.2 Follow basic health rules with reminders.</b>	<b>PD3.2 Follow basic health rules most of the time.</b>	<b>PD3.2 Show understanding of and follow basic health rules.</b>
<b>Snapshots:</b>	<b>Snapshots:</b>	<b>Snapshots:</b>
<ul style="list-style-type: none"> <li>● Washes hands after toileting or before eating.</li> </ul>	<ul style="list-style-type: none"> <li>● Tries different foods that are introduced by the teacher as nutritious, and discusses with classmates what "nutritious" means.</li> </ul>	<ul style="list-style-type: none"> <li>● Participates in exercise activities willingly.</li> </ul>
<ul style="list-style-type: none"> <li>● Tries to blow into a tissue or wipe nose when s/he has a cold.</li> </ul>	<ul style="list-style-type: none"> <li>● Covers mouth when coughing or sneezing.</li> </ul>	<ul style="list-style-type: none"> <li>● Discusses why you should brush teeth after eating and before bedtime.</li> </ul>
	<ul style="list-style-type: none"> <li>● Willingly wears protective clothing when weather is bad.</li> </ul>	

<b>PD3.3 Follow basic safety rules with reminders.</b>	<b>PD3.3 Follow basic safety rules most of the time.</b>	<b>PD3.3 Show understanding of and follow basic safety rules.</b>
Snapshots:	Snapshots:	Snapshots:
<ul style="list-style-type: none"> <li>● Leaves the room only when given permission to do so.</li> </ul>	<ul style="list-style-type: none"> <li>● Carries pencils and scissors pointed downwards to avoid accidents.</li> </ul>	<ul style="list-style-type: none"> <li>● Remembers to put on seat belt when going home in a car.</li> </ul>
<ul style="list-style-type: none"> <li>● Holds someone's hand whenever walking in parking lot or crossing street.</li> </ul>	<ul style="list-style-type: none"> <li>● Responds quickly when adult explains fire drill procedures.</li> </ul>	<ul style="list-style-type: none"> <li>● Responds quickly to fire drill signal.</li> </ul>
<ul style="list-style-type: none"> <li>● Knows some common safety rules that have been discussed (i.e., "Don't run in front of swings").</li> </ul>	<ul style="list-style-type: none"> <li>● Discusses traffic safety as they engage in dramatic play or build block cities.</li> </ul>	<ul style="list-style-type: none"> <li>● Cleans up water on the floor to avoid an accident.</li> </ul>
<b>PD 3.4 Demonstrate adequate stamina for typical activities.</b>	<b>PD3.4 Demonstrate adequate stamina and strength for program activities.</b>	<b>PD3.4 Demonstrate adequate stamina and strength for program activities.</b>
Snapshots:	Snapshots:	Snapshots:
<ul style="list-style-type: none"> <li>● Eats enough at meals to replenish energy.</li> </ul>	<ul style="list-style-type: none"> <li>● Enjoys active learning and almost always participates enthusiastically.</li> </ul>	<ul style="list-style-type: none"> <li>● Challenges self to master new equipment and skills (i.e. climbing, swinging, jumping, etc.).</li> </ul>
<ul style="list-style-type: none"> <li>● Falls asleep easily at nap time and awakens with adequate energy.</li> </ul>	<ul style="list-style-type: none"> <li>● Shows pride in strength and ability to pick up or move large objects.</li> </ul>	<ul style="list-style-type: none"> <li>● Attends school regularly, rarely misses several days in a row.</li> </ul>
<ul style="list-style-type: none"> <li>● May leave activity for brief rest but quickly recovers energy and rejoins.</li> </ul>		

## Approaches to Learning

<b>AL 1. Children engage in play as a means to develop their individual approaches to learning.</b>		
<b>3 Year olds</b>	<b>4 Year Olds</b>	<b>5 Year Olds</b>
<b>AL 1.1 Learn about the properties and characteristics of materials and equipment through exploratory and imaginative play.</b>	<b>AL 1.1 Show creativity and imagination using materials in representational play.</b>	<b>AL 1.1 Show creativity and imagination in a variety of types of play including literacy and numeracy activities.</b>
<b>Snapshots:</b>	<b>Snapshots:</b>	<b>Snapshots:</b>
<ul style="list-style-type: none"> <li>● Places objects in the water table to see if they will sink or float.</li> </ul>	<ul style="list-style-type: none"> <li>● Uses two short cardboard tubes to make binoculars in the science center.</li> </ul>	<ul style="list-style-type: none"> <li>● Invites friends to come eat because he has prepared a pizza party from triangles cut out of red paper.</li> </ul>
<ul style="list-style-type: none"> <li>● Builds block tower, when it topples over, rebuilds using different blocks.</li> </ul>	<ul style="list-style-type: none"> <li>● Uses play dough to fill muffin tins when “cooking” in the dramatic play center.</li> </ul>	<ul style="list-style-type: none"> <li>● Uses table blocks, small vehicles and figures to construct a map to explain to a friend how she gets to school.</li> </ul>
<b>AL 1.2 Demonstrate ability to identify and take appropriate risks in play in order to learn new skills.</b>	<b>AL 1.2 Demonstrate increasing ability to identify and take appropriate risks in order to learn and demonstrate new skills.</b>	<b>AL 1.2 Demonstrate increasing ability to identify and take appropriate risks in order to learn new knowledge and skills.</b>
<b>Snapshots:</b>	<b>Snapshots:</b>	<b>Snapshots:</b>
<ul style="list-style-type: none"> <li>● Gets back on the tricycle after falling off.</li> </ul>	<ul style="list-style-type: none"> <li>● Asks the adult to come over to the climbing structure to spot him while he tries to go across the ladder.</li> </ul>	<ul style="list-style-type: none"> <li>● Tries to jump over a “pit” she has constructed outside.</li> </ul>
<ul style="list-style-type: none"> <li>● Puts another block on the tower, knowing it may cause the tower to fall.</li> </ul>	<ul style="list-style-type: none"> <li>● Volunteers to name all of the children in the circle.</li> </ul>	<ul style="list-style-type: none"> <li>● Decides to hold the classroom pet for the first time.</li> </ul>

<b>AL 2. Children show curiosity, eagerness and satisfaction as a learner.</b>		
<b>3 Year olds</b>	<b>4 Year Olds</b>	<b>5 Year Olds</b>
<b>AL 2.1 Prefer one familiar activity but will try others when encouraged by an adult or peer.</b>	<b>AL 2.1 Show curiosity in an increasing variety of activities, tasks, and learning centers.</b>	<b>AL 2.1 Choose to participate in an increasing variety of activities, tasks and learning centers.</b>
<b>Snapshots:</b>	<b>Snapshots:</b>	<b>Snapshots:</b>
<ul style="list-style-type: none"> <li>Leaves the block area to go to the book center where the adult is reading a book about trucks.</li> <li>Plays at the water table, puzzle table, and paints a picture during morning center time.</li> </ul>	<ul style="list-style-type: none"> <li>Volunteers to look at the caterpillars to see if any have emerged from their chrysalis.</li> <li>Asks for more yarn so he can see how much it takes to go all around the room.</li> </ul>	<ul style="list-style-type: none"> <li>Experiments with different art materials to make a self-portrait.</li> <li>Asks to join a group making a spaceship from recycled materials.</li> </ul>
<b>AL 2.2 Demonstrate eagerness and interest as a learner by responding to what they observe.</b>	<b>AL 2.2 Demonstrate eagerness and interest as a learner by questioning and adding ideas.</b>	<b>AL 2.2 Demonstrate eagerness and interest as a learner by questioning and adding ideas.</b>
<b>Snapshots:</b>	<b>Snapshots:</b>	<b>Snapshots:</b>
<ul style="list-style-type: none"> <li>Talks about puddles and plans to go out and jump over them after a rain storm.</li> <li>Checks the animal's cage each morning to see what the animal is doing.</li> </ul>	<ul style="list-style-type: none"> <li>Asks how water makes the wheel turn at the water table.</li> <li>Brings pipe cleaners to dramatic play so the cat can have whiskers.</li> </ul>	<ul style="list-style-type: none"> <li>Collects a variety of small objects to test if they are magnetic.</li> <li>Brings the picture encyclopedia to the adult to learn why kittens are born with their eyes closed.</li> </ul>
<b>AL 2.3 Demonstrate delight or satisfaction when completing a task, solving a problem, or making a discovery.</b>	<b>AL 2.3 Demonstrate delight or satisfaction when completing a task, solving a problem, or making a discovery.</b>	<b>AL 2.3 Demonstrate delight or satisfaction when completing a task, solving a problem, or making a discovery.</b>
<b>Snapshots:</b>	<b>Snapshots:</b>	<b>Snapshots:</b>
<ul style="list-style-type: none"> <li>Smiles and exclaims, "I did it", after completing a new puzzle.</li> <li>Shows excitement when blue and yellow paint turn into green paint after being mixed.</li> </ul>	<ul style="list-style-type: none"> <li>Calls an adult over to see how she arranged all of the dishes in the cabinet.</li> <li>Expresses glee when he realizes the adult has stopped pushing and he is pumping himself on the swing.</li> </ul>	<ul style="list-style-type: none"> <li>Offers to tie a friend's shoe because he has learned how to tie.</li> <li>Works happily with friend to reset the dominoes to fall over in sequence after seeing it work previously.</li> </ul>

<b>AL 3. Children demonstrate initiative engagement, and persistence in learning.</b>		
<b>3 Year olds</b>	<b>4 Year Olds</b>	<b>5 Year Olds</b>
<b>AL 3.1 Show initiative in selecting and creating activities.</b>	<b>AL3.1 Demonstrate growing initiative in selecting and carrying out activities.</b>	<b>AL 3.1 Demonstrate initiative in planning, creating and carrying out activities.</b>
<b>Snapshots:</b>	<b>Snapshots:</b>	<b>Snapshots:</b>
<ul style="list-style-type: none"> <li>● Tells the adult that she wants to take the red truck outside and play.</li> </ul>	<ul style="list-style-type: none"> <li>● Looks for the hole-puncher, yarn, and paper needed to make a picture.</li> </ul>	<ul style="list-style-type: none"> <li>● Collects the plastic animals, blocks, and people figures for a zoo and builds in an appropriate size area.</li> </ul>
<ul style="list-style-type: none"> <li>● Decides to use the play dough to make a snake.</li> </ul>	<ul style="list-style-type: none"> <li>● Asks an adult for red paint to color the play dough because last week an adult made green play dough.</li> </ul>	<ul style="list-style-type: none"> <li>● Writes the letter "M" and draws an arch on a piece of paper to label the McDonald's Restaurant in the dramatic play area.</li> </ul>
<b>AL 3.2 Maintain interest in self selected activities and play.</b>	<b>AL 3.2 Show increasing ability to maintain interest in self-selected activities and play despite distractions and interruptions.</b>	<b>AL 3.2 Demonstrate ability to maintain interest in self-selected activities, tasks and play despite distractions and interruptions.</b>
<b>Snapshots:</b>	<b>Snapshots:</b>	<b>Snapshots:</b>
<ul style="list-style-type: none"> <li>● Continues to paint at easel when friend talks about having a new toy.</li> </ul>	<ul style="list-style-type: none"> <li>● Asks to leave a block structure standing so they can continue to play later.</li> </ul>	<ul style="list-style-type: none"> <li>● Puts away all the art materials, despite others preparing to go outside.</li> </ul>
<ul style="list-style-type: none"> <li>● Continues to look at pictures in a book when someone enters the room.</li> </ul>	<ul style="list-style-type: none"> <li>● Continues to work on a puzzle even when others have left the area.</li> </ul>	<ul style="list-style-type: none"> <li>● Persists in copying name until satisfied with it.</li> </ul>
<b>AL 3.3 Show ability to focus attention on favorite activities for brief periods of time (5 – 10 minutes).</b>	<b>AL 3.3 Show ability to focus attention for increasing variety of chosen tasks and activities for short periods of time (10-20 minutes).</b>	<b>AL 3.3 Show ability to focus attention for increasing variety of chosen tasks and activities for longer periods of time (20-30 minutes).</b>
<b>Snapshots:</b>	<b>Snapshots:</b>	<b>Snapshots:</b>
<ul style="list-style-type: none"> <li>● Listens to a story with a small group of children.</li> </ul>	<ul style="list-style-type: none"> <li>● Works on a more difficult puzzle until it is complete.</li> </ul>	<ul style="list-style-type: none"> <li>● Watches the new gerbil eat and play on the wheel in the cage and dictates a story about it.</li> </ul>
<ul style="list-style-type: none"> <li>● Plays with the pots and pans to cook dinner.</li> </ul>	<ul style="list-style-type: none"> <li>● Adds more and more colors to a painting until he achieves the look he wants.</li> </ul>	<ul style="list-style-type: none"> <li>● Continues project of choice, such as working on a clay sculpture for several days or creating pictures to go with a story she has dictated to an adult.</li> </ul>

<b>AL 4. Children demonstrate an increasing ability to envision a goal and to accomplish it.</b>		
<b>3 Year olds</b>	<b>4 Year Olds</b>	<b>5 Year Olds</b>
<b>AL 4.1 Understand how to accomplish a simple task.</b>	<b>AL 4.1 Understand a task can be accomplished through several steps.</b>	<b>AL 4.1 Demonstrate an increased ability to accomplish a task through a series of steps.</b>
<b>Snapshots:</b>	<b>Snapshots:</b>	<b>Snapshots:</b>
<ul style="list-style-type: none"> <li>● Gets paper towel to clean up spill.</li> </ul>	<ul style="list-style-type: none"> <li>● Gets clean paper and a smock before going to the easel to paint.</li> </ul>	<ul style="list-style-type: none"> <li>● Tells friends that they need to put back the blocks and cars and wash their hands before they can have a snack.</li> </ul>
<ul style="list-style-type: none"> <li>● Gets the container to put away markers after drawing.</li> </ul>	<ul style="list-style-type: none"> <li>● Takes a turn to care for a plant, gets a watering can, fills it with water, waters plant and puts can away.</li> </ul>	<ul style="list-style-type: none"> <li>● Predicts whether items will be attracted to a magnet, sorts items into "yes" and "no" piles, tests them on the magnet and then records the results.</li> </ul>
<b>AL 4.2 Organize actions and materials needed for play in the learning environment.</b>	<b>AL 4.2 Demonstrate an increasing ability to organize actions and materials in the learning environment.</b>	<b>AL 4.2 Demonstrate an increasing ability to organize actions and materials in all aspects of the learning environment.</b>
<b>Snapshots:</b>	<b>Snapshots:</b>	<b>Snapshots:</b>
<ul style="list-style-type: none"> <li>● Carries the cows, pigs and horses over to play with in the toy barn.</li> </ul>	<ul style="list-style-type: none"> <li>● Puts drawings in a cubby to take home.</li> </ul>	<ul style="list-style-type: none"> <li>● Puts unfinished book projects in cubby to work on the following day.</li> </ul>
<ul style="list-style-type: none"> <li>● Brings a book to the house area to read to a doll.</li> </ul>	<ul style="list-style-type: none"> <li>● Collects items in order to create a "library" for her friends.</li> </ul>	<ul style="list-style-type: none"> <li>● Finds worms and then gathers information from picture books and materials to make a home for them.</li> </ul>
<b>AL 4.3 Follow through in completing simple tasks and activities.</b>	<b>AL 4.3 Demonstrate an increasing ability to follow through with tasks and activities.</b>	<b>AL 4.3 Demonstrate an ability to follow through with tasks and activities.</b>
<b>Snapshots:</b>	<b>Snapshots:</b>	<b>Snapshots:</b>
<ul style="list-style-type: none"> <li>● Asks for more orange paint to finish painting the jack-o-lantern.</li> </ul>	<ul style="list-style-type: none"> <li>● Creates a "library" after collecting books, cards and a date stamp.</li> </ul>	<ul style="list-style-type: none"> <li>● Completes the pictures for all of the pages in a dictated book.</li> </ul>
<ul style="list-style-type: none"> <li>● Picks up paper snips from the cutting project and puts them into the trash can.</li> </ul>	<ul style="list-style-type: none"> <li>● Gathers up all of the drawings in her cubbies at the end of the day to show to parents.</li> </ul>	<ul style="list-style-type: none"> <li>● Creates a pattern with pattern blocks and copies it on paper to add to the class display.</li> </ul>
<b>AL 4.4 Seek help when encountering a problem in play.</b>	<b>AL 4.4 Try to solve problems encountered in play.</b>	<b>AL 4.4 Demonstrate increasing ability to find more than one solution to a question, task or problem.</b>
<b>Snapshots:</b>	<b>Snapshots:</b>	<b>Snapshots:</b>
<ul style="list-style-type: none"> <li>● Seeks assistance after trying for several minutes to put together a new puzzle.</li> </ul>	<ul style="list-style-type: none"> <li>● Looks for a flat surface to build on after the block tower falls over.</li> </ul>	<ul style="list-style-type: none"> <li>● Collects and tests several materials to see what will float best in the water table, and then makes a boat.</li> </ul>



● Asks the teacher to get a ball that went over the fence.	● Gets a red crayon or pencil to finish the picture after the red marker runs dry.	● Suggests the use of glue to fix puzzle piece when tape doesn't work.
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<b>AL 5. Children extend their learning through the use of memory, reasoning, and problem-solving skills.</b>		
<b>3 Year olds</b>	<b>4 Year Olds</b>	<b>5 Year Olds</b>
<b>AL 5.1 Talk about prior events and personal experiences.</b>	<b>AL 5.1 Represent prior events and personal experiences in one or more ways.</b>	<b>AL 5.1 Communicate about prior events and personal experiences in a variety of ways.</b>
<b>Snapshots:</b>	<b>Snapshots:</b>	<b>Snapshots:</b>
● Tells a friend about a pet giving birth.	● Creates animals with clay after a trip to the zoo.	● Dictates a sentence to go with painting about new home.
● Reminds an adult that he is going home early because his grandmother is coming.	● Plays "drive- thru" after a trip to McDonalds.	● Tells friends about going to ballet class and demonstrates what she learned.
<b>AL 5.2 Use prior knowledge to understand new experiences.</b>	<b>AL 5.2 Demonstrate increasing ability to use prior knowledge to understand new experiences.</b>	<b>AL 5.2 Use prior knowledge to understand new experiences.</b>
<b>Snapshots:</b>	<b>Snapshots:</b>	<b>Snapshots:</b>
● Recognizes a friend's mom is pregnant after her own mom recently had a baby.	● Tells friends that the ice on the sliding board is just like the "hard water" in his puppy's dish that morning.	● Creates a red-green pattern with colored cubes after the class made one with red and green leaves on the calendar.
● Pours water on "Jack's Magic Beans" on the window sill and says, "That's what my grandpa does to his beans".	● Tries to fold the paper and cut a heart shape because "that's how my mama showed me."	● Tells a friend not to add so much water to the sandbox or the sandcastle will melt, "just like at the beach."
<b>AL 5.3 Seek explanations for events or personal relationships.</b>	<b>AL 5.3 Reason about events, relationships, or problems.</b>	<b>AL 5.3 Demonstrate ability to reason about more complex events, problems, or relationships.</b>
<b>Snapshots:</b>	<b>Snapshots:</b>	<b>Snapshots:</b>
● Says to another child, "You have to be my school friend because you don't come to my house."	● Tells a friend that his block tower fell down because the blocks on the bottom were too small.	● Explains that she can't walk to the post office in the rain because her coat does not have a hood.
● Says it must be his birthday because there is a candle on the cupcake.	● Says that the new child with the same name must start it with the same letter.	● Shows a picture of a spring bird and says that it must be a male because, in nature, they are usually more colorful than females.
<b>AL 5.4 Predict possible outcomes related to cause and effect.</b>	<b>AL 5.4 Demonstrate growing ability to predict possible outcomes based on prior experiences and knowledge.</b>	<b>AL 5.4 Demonstrate growing ability to predict possible outcomes based on prior experiences and knowledge.</b>
● Calls "STOP" to his friend so she won't step in the spilled water.	● Predicts the end of the story when hearing it for the first time.	● Predicts a squash will have seeds inside since a pumpkin does.
● Warns the adult not to touch the top of the block structure or it will collapse.	● Predicts that the largest pumpkin will weigh the most.	● Says he thinks that it will take 4 or 5 cups of water to fill up the large jar.